

KBE Points of Agreement on the Writing Assessment

KBE AGREEMENTS	KBE DECISION POINTS	RATIONALE
X	<ul style="list-style-type: none"> Maintain a writing portfolio/collection of writing over time, on-demand writing assessment and multiple-choice assessment for both assessment and accountability purposes, given improvements are made in the writing process and procedures. 	<ul style="list-style-type: none"> Bases writing accountability on multiple measures including writing over time and writing independently Influences best practices in instruction, e.g., writing over time provides students with the opportunity to use the writing process, to plan, revise, edit and share their writing with others, to use and analyze resources, synthesize information, and engage in inquiry Supports the position of the Council on Postsecondary Education (CPE) Placement Policy for English on using a student's writing portfolio as a component for determining placement in credit bearing courses
X	<ul style="list-style-type: none"> Spread writing responsibility across more grade levels 	<ul style="list-style-type: none"> Decreases the perception that writing is only important in the assessed years More equitably shares responsibility of teaching writing among all teachers. Ensures writing instruction to students in all grades Increases accountability for writing at additional grade levels Provides more diagnostic information to inform instructional practice Provides longitudinal data to measure progress Supports implementation of a school-wide writing program
X	<ul style="list-style-type: none"> Expand the performance levels for writing to more consistently align with other content areas and to give credit for student progress within a performance level. Example: Novice non-performing, novice middle, novice high, apprentice low, apprentice middle, apprentice high, proficient, and distinguished. 	<ul style="list-style-type: none"> Makes writing scores more consistent with other content areas and allows scores to reflect the growth students/schools actually obtain Improves scoring accuracy and mitigates the tendency to inflate scores
X	<ul style="list-style-type: none"> Broaden the breadth of categories for the collection of writing/portfolio entries to increase student choice on purpose, audience and form. Provide more opportunities for analytical, technical, and workplace writing at the high school level and possibly as a choice at the middle school level. Consider including entries that are connected to student interest and a 	<ul style="list-style-type: none"> Supports students having a range of experiences including writing for authentic audiences and purposes. (Kentucky's Program of Studies requires a minimum number of writing entries generated for a working folder as 16 entries in primary through fourth grades, 9 entries in grades fifth through seventh,

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	student's Individual Graduation Plan. Require analytical writing.	and 15 entries in grades 8-12) <ul style="list-style-type: none"> • Provides the opportunity for students to write for a variety of purposes and audiences and in a variety of forms and to have a range of possible selections for their writing portfolio for accountability • Supports the CPE Placement Policy for English advocating analytical writing as a component of the writing portfolio • Promotes writing for learning in content areas and writing for purposes like those students experience throughout their lives • Supports having students write for purposes that are meaningful to them which in turn supports student ownership of their writing
X	<ul style="list-style-type: none"> • Assess the conventions of writing (i.e., sentence structure, language use-word choice and grammar and correctness-spelling, punctuation, capitalization and documentation of ideas and sources) in a visible manner as part of the test. 	<ul style="list-style-type: none"> • Decreases the perception that conventions are not important • Provides diagnostic information regarding instruction on conventions
X	<ul style="list-style-type: none"> • Include students responding to text as part of the on-demand writing component and broaden the categories for the prompts to better align with the collection of writing/portfolio categories, allow for more student choice and to provide more variety in purpose, audience and form. Consider a choice such as those on the SAT/ACT at the high school level. 	<ul style="list-style-type: none"> • Aligns to national tests such as NAEP • Offers prompts that require analysis of texts • Clarifies for classroom teachers the on-demand instructional component
X	<ul style="list-style-type: none"> • Maintain the current overall weight for writing but consider decreasing the weight of portfolios and increasing the weight of on-demand writing. Weighting should be consistent with the vision for a school-wide writing program and the focus for instruction. 	<ul style="list-style-type: none"> • Focuses instruction on the writer and not the writing • Maintains student ownership of writing
X	<ul style="list-style-type: none"> • Move on-demand writing out of the assessment window or place it at the beginning of the assessment window, but keep the length of the assessment consistent with current practice. 	<ul style="list-style-type: none"> • Assists in reporting scores to schools in a timely manner • Allows time for students to process the difference between open response and on-demand
X	<ul style="list-style-type: none"> • Create new performance standards to align with the new design of the writing assessment. 	<ul style="list-style-type: none"> • Requires re-evaluation of benchmarks
X	<ul style="list-style-type: none"> • Consider regional scoring and school-based scoring by Kentucky teachers. 	<ul style="list-style-type: none"> • Provides PD opportunities
X	<ul style="list-style-type: none"> • Consider holistic scoring and analytical scoring. 	<ul style="list-style-type: none"> • Provides teachers and students with a scoring method focused

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		on instructional feedback and diagnostic information.
X	<ul style="list-style-type: none"> Explore the possibility of an on-demand writing assessment that combines reading and writing in a response to text format possibly at the 12th grade level. 	<ul style="list-style-type: none"> Requires a higher depth of knowledge in an analytical/persuasive response Provides the degrees of rigor recommended by American Diploma Project
X	<ul style="list-style-type: none"> Expand the audit process to include instructional implications and consequences for teachers. 	<ul style="list-style-type: none"> Provides feedback to teachers and students about instruction and performance
X	<ul style="list-style-type: none"> Maintain a working folder in primary with pieces analyzed and assessed at the classroom level for instructional purposes and student accountability. Continue the required working folder across the grade levels. 	<ul style="list-style-type: none"> Ensures that KRS 157.070 is followed, i.e., requires that students develop and maintain a working folder for writing Produces a foundation of writing pieces that have emerged as part of students' every day instruction, provides writing experiences at all grade levels, and prepares students for the writing assessment
X	<ul style="list-style-type: none"> Strengthen the Code of Ethics to target inappropriate practices. 	<ul style="list-style-type: none"> Clarifies language of the Code of Ethics to hold educators accountable for violation of the Code
X	<ul style="list-style-type: none"> Develop a comprehensive and systemic approach for professional development for teachers and instructional leaders. Focus on writing instructional partnerships. 	<ul style="list-style-type: none"> Promotes a focus on a district and schoolwide writing program across all grade levels